

Military Magnet Academy

2950 Carner Avenue
North Charleston, SC 29405

Grades 6-11 Middle School

Enrollment 572 Students

Principal Mr. Anderson Townsend 843-745-7102

Superintendent Dr. Maria L. Goodloe-Johnson 843-937-6319

Board Chair Ms. Nancy Cook 873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	16	33

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Good	Yes
2005	Below Average	Good	No
2006	Unsatisfactory	Below Average	No

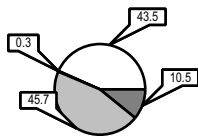
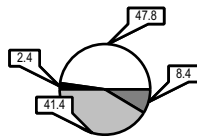
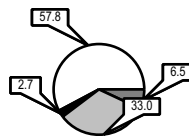
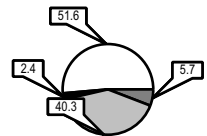
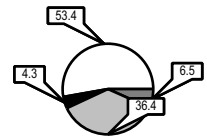
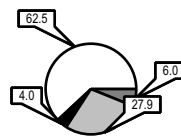
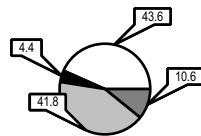
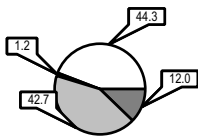
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	88.9	92.4
English 1	58.8	86.8
Biology 1/Applied Biology 2	52.8	44.3
Physical Science	22.6	28.7
All Subjects	52.6	87.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	381	100.0	43.5	45.7	10.5	0.3	20.3	No	Yes
Gender									
Male	225	100.0	46.3	45.4	7.8	0.5	17.0	N/A	N/A
Female	156	100.0	39.5	46.1	14.5	0.0	25.0	N/A	N/A
Racial/Ethnic Group									
White	18	100.0	27.8	50.0	22.2	0.0	27.8	I/S	I/S
African American	327	100.0	43.0	46.5	10.1	0.3	20.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	36	100.0	55.6	36.1	8.3	0.0	11.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	345	100.0	39.4	48.7	11.6	0.3	22.4	N/A	N/A
Disabled	36	100.0	82.9	17.1	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	100.0	43.5	45.7	10.5	0.3	20.3	N/A	N/A
English Proficiency									
Limited English Proficient	23	100.0	78.3	21.7	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	358	100.0	41.2	47.3	11.2	0.3	21.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	308	100.0	43.8	46.8	9.0	0.3	19.1	No	Yes
Full-pay meals	73	100.0	42.3	40.8	16.9	0.0	25.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	381	100.0	47.8	41.4	8.4	2.4	19.2	No	Yes
Gender									
Male	225	100.0	48.2	39.9	10.6	1.4	18.8	N/A	N/A
Female	156	100.0	47.4	43.4	5.3	3.9	19.7	N/A	N/A
Racial/Ethnic Group									
White	18	100.0	16.7	61.1	5.6	16.7	38.9	I/S	I/S
African American	327	100.0	49.4	41.5	7.6	1.6	16.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	36	100.0	50.0	30.6	16.7	2.8	30.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	345	100.0	46.0	42.1	9.3	2.7	21.2	N/A	N/A
Disabled	36	100.0	65.7	34.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	100.0	47.8	41.4	8.4	2.4	19.2	N/A	N/A
English Proficiency									
Limited English Proficient	23	100.0	69.6	21.7	8.7	0.0	8.7	I/S	I/S
Non-Limited English Proficient	358	100.0	46.4	42.7	8.4	2.6	19.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	308	100.0	48.2	42.1	7.7	2.0	17.4	No	Yes
Full-pay meals	73	100.0	46.5	38.0	11.3	4.2	26.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	381	100.0	57.8	33.0	6.5	2.7	9.2
Gender							
Male	225	100.0	55.0	35.8	7.3	1.8	9.2
Female	156	100.0	61.8	28.9	5.3	3.9	9.2
Racial/Ethnic Group							
White	18	100.0	44.4	27.8	16.7	11.1	27.8
African American	327	100.0	60.4	32.6	5.4	1.6	7.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	36	100.0	41.7	38.9	11.1	8.3	19.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	345	100.0	56.1	34.0	6.9	3.0	9.9
Disabled	36	100.0	74.3	22.9	2.9	0.0	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	100.0	57.8	33.0	6.5	2.7	9.2
English Proficiency							
Limited English Proficient	23	100.0	56.5	30.4	8.7	4.3	13.0
Non-Limited English Proficient	358	100.0	57.9	33.1	6.3	2.6	8.9
Socio-Economic Status							
Subsidized meals	308	100.0	59.5	31.4	6.4	2.7	9.0
Full-pay meals	73	100.0	50.7	39.4	7.0	2.8	9.9

Social Studies							
All Students	381	100.0	51.6	40.3	5.7	2.4	8.1
Gender							
Male	225	100.0	50.5	41.7	6.0	1.8	7.8
Female	156	100.0	53.3	38.2	5.3	3.3	8.6
Racial/Ethnic Group							
White	18	100.0	38.9	38.9	11.1	11.1	22.2
African American	327	100.0	53.5	39.9	4.7	1.9	6.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	36	100.0	41.7	44.4	11.1	2.8	13.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	345	100.0	49.0	42.7	5.7	2.7	8.4
Disabled	36	100.0	77.1	17.1	5.7	0.0	5.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	381	100.0	51.6	40.3	5.7	2.4	8.1
English Proficiency							
Limited English Proficient	23	100.0	56.5	34.8	8.7	0.0	8.7
Non-Limited English Proficient	358	100.0	51.3	40.6	5.5	2.6	8.1
Socio-Economic Status							
Subsidized meals	308	100.0	51.5	41.1	4.7	2.7	7.4
Full-pay meals	73	100.0	52.1	36.6	9.9	1.4	11.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	110	100.0	54.6	37.0	7.4	0.9	8.3
	7	123	100.0	47.4	47.4	5.2	0.0	5.2
	8	118	100.0	29.7	61.0	9.3	0.0	9.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	100.0	56.4	30.8	12.8	0.0	12.8
	7	128	100.0	41.9	48.4	9.7	0.0	9.7
	8	114	100.0	30.1	60.2	8.8	0.9	9.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	110	100.0	28.7	43.5	23.1	4.6	27.8
	7	123	100.0	42.2	52.6	5.2	0.0	5.2
	8	118	100.0	29.7	61.9	8.5	0.0	8.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	100.0	40.6	39.1	15.0	5.3	20.3
	7	128	100.0	44.4	45.2	8.9	1.6	10.5
	8	114	100.0	60.2	39.8	0.0	0.0	0.0
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	110	100.0	46.3	36.1	10.2	7.4	17.6
	7	123	100.0	62.1	31.0	5.2	1.7	6.9
	8	118	100.0	42.4	43.2	10.2	4.2	14.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	100.0	66.9	21.8	6.0	5.3	11.3
	7	128	100.0	58.9	32.3	8.1	0.8	8.9
	8	114	100.0	46.0	46.9	5.3	1.8	7.1
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	110	100.0	37.0	53.7	7.4	1.9	9.3
	7	123	100.0	60.3	35.3	4.3	0.0	4.3
	8	118	100.0	40.7	50.8	5.9	2.5	8.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	100.0	42.9	40.6	10.5	6.0	16.5
	7	128	100.0	62.9	34.7	2.4	0.0	2.4
	8	114	100.0	49.6	46.0	3.5	0.9	4.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 572)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	10.9%	16.7%
Retention rate	5.6%	Up from 5.4%	3.0%	2.5%
Attendance rate	95.3%	Up from 94.9%	95.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.6%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.5%	1.0%
Eligible for gifted and talented	6.1%	Down from 6.4%	9.3%	15.6%
On academic plans	61.5%	N/AV	53.6%	39.9%
On academic probation	61.2%	N/AV	0.8%	0.7%
With disabilities other than speech	5.2%	Down from 10.4%	13.3%	12.4%
Older than usual for grade	5.8%	Down from 7.0%	6.5%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.9%	Up from 2.0%	1.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	35.1%	Down from 40.6%	52.7%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.3%	N/A	12.7%	9.1%
Teachers with emergency or provisional certificates	13.8%	Up from 9.1%	12.6%	5.6%
Teachers returning from previous year	75.4%	Up from 74.4%	79.0%	84.6%
Teacher attendance rate	95.0%	Down from 95.8%	94.8%	94.8%
Average teacher salary	\$39,335	No change	\$40,509	\$42,267
Prof. development days/teacher	11.4 days	Up from 7.4 days	11.9 days	11.9 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	22.2 to 1	Down from 23.2 to 1	19.5 to 1	21.1 to 1
Prime instructional time	88.5%	Down from 88.8%	87.8%	89.0%
Dollars spent per pupil*	\$7,574	Up 4.3%	\$6,976	\$6,243
Percent of expenditures for teacher salaries*	50.1%	Down from 63.0%	57.7%	59.8%
Percent of expenditures for instruction*	65.5%		64.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	54.7%	Up from 39.9%	96.4%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Military Magnet Academy is a caring school where all cadets are challenged to learn every day. The Military Magnet Academy prepares students to become competent, disciplined, and responsible citizens by providing the necessary learning environment. The Military Magnet Academy is committed to student academics, extracurricular activities, and parent and community involvement. The academic program develops the whole person by providing a foundation for success in today's world of high technology.

At the Military Magnet Academy, a school-wide remediation program is implemented to target all students. Students with the highest needs also receive computer-assisted tutoring using Plato software. An after-school homework center and tutorial program are made available to all cadets for two hours after school on Monday, Tuesday, Wednesday, Thursday, and four hours on Saturday mornings, and one hour before school daily.

A Super-Saturday program developed for all cadets and parents enhances parental involvement. A PACT night for parents is offered once quarterly to share PACT study tips and test-taking techniques. All cadets are required to participate in the Accelerated Reader and Independent Reading programs. Awards are provided to students who received points for completing reading assignments. Teachers use cooperative learning with heterogeneous grouping in the classrooms to develop teamwork and enhance student achievement. The military tactical officers conduct instructional training to reinforce academic and basic military skills taught in the classrooms. Quarterly benchmark tests are given to assess student progress.

An attempt to improve the delivery of academic instruction is accomplished by providing teachers with training on cooperative learning, curriculum alignment, and standards implementation. Quality initiatives for teacher training are supported as teachers are encouraged to attend workshops and conferences.

Anderson W. Townsend, Principal
 Sylvia White, School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	108	91
Percent satisfied with learning environment	65.6%	56.3%	80.9%
Percent satisfied with social and physical environment	71.9%	64.5%	71.1%
Percent satisfied with school-home relations	46.7%	75.7%	82.2%

*Only students at the highest middle school grade level at this school and their parents were included.